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ABSTRACT

This report provides Albuquerque Public School Administrative personnel with 1982-83 test result summaries for gifted students in grades 1 through 12 on the Scott Foresman Achievement Series tests and the Developing Cognitive Abilities (D-CAT) test. These results are the first complete set of pre- and posttest data obtained on gifted students over a full instructional year. These data are intended to reflect student progress in academic content areas; overall verbal, quantitative and spatial areas of the D-CAT; and the performance changes in the hierarchy of thinking skills also measured by the D-CAT. Table one contains average pretest and posttest achievement test data across the various academic content levels reported by equal interval scores for each grade. Actual and expected score changes are also reported. Tables two and three present achievement data summaries by grade in national percentile scores for 1982 and 1983 on the Scott Foresman Achievement Battery. Tables four and five contain the national percentile rankings by grade on the verbal, quantitative and spatial areas of the D-CAT. A percentage of each grades' average percent of items correct in five domains of Bloom's Taxonomy of Cognitive Development is presented along with the average percent of the national norming population. (BS)

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GIFTED STUDENT TESTING

In

Achievement and Cognitive Abilities

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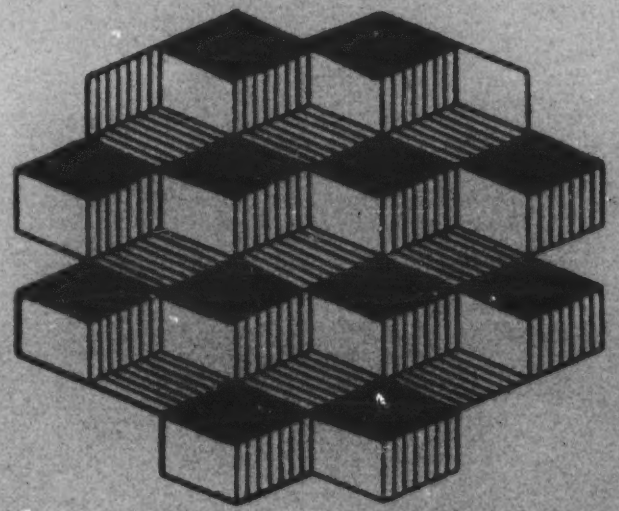

District Report

for

1982 and 1983

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ALBUQUERQUE PUBLIC SCHOOLS

725 University S.E.
Albuquerque, New Mexico 87106

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INTRODUCTION

The purpose of this report is to provide Albuquerque Public School administrative personnel with a summary of the 1982-83 test results obtained by gifted students, grades 1-12, in the achievement and cognitive abilities areas. The 1982 and 1983 data summarized here represents the first complete set of pre-post test data obtained on gifted students over a full instructional year. These data are intended to reflect the progress of these students in academic content areas; overall verbal, quantitative and spatial areas of the cognitive abilities test; and performance changes in the hierarchy of thinking skills also measured by the cognitive abilities test. It is hoped that this information will be useful to program personnel in identifying instructional need and strength areas of gifted students as well as to support the development and/or modification of programming efforts in behalf of Albuquerque Public School's gifted student population.

Description of the Achievement and Cognitive Ability Test Measures

Achievement Series

The Beginning Education Assessment component (grades K-1) of the achievement series is designed to assess the young child's facility with language (language skills section), facility in dealing with written symbols (pre-reading skills) and development with respect to quantity (mathematics skills).

The achievement series tests for students in grades 2-9 are designed to provide an objective measurement of student achievement in reading, language arts, mathematics and study skills. For high school students, grades 9-12, the areas of social studies, science and writing are measured in addition to English, reading, language arts, and math.

Developing Cognitive Abilities (D-CAT)

The Developing Cognitive Abilities test measures learning characteristics in the verbal, quantitative and spatial areas that contribute to a student's academic performance. In addition, this test is based on a hierarchy of thinking skills that includes knowledge at the lowest level, comprehension at the second level, application at the third level, analysis at the fourth level and synthesis at the fifth and highest level. The D-CAT has eighty (80) items and students from third to twelfth grades receive performance scores in the verbal, quantitative and spatial areas as well as a performance score in each of the five levels of thinking skills measured by this test.

Test Results

The charts contained in this report present district summaries, by grade level, of the 1982 and 1983 test results obtained by Albuquerque Public School's gifted students in the achievement and cognitive abilities areas. Pre/Post achievement data for Fall 1982 to Fall 1983 is presented using equal interval scores. In addition, annual summaries in achievement for 1982 and for 1983 are presented using national percentile scores. Cognitive ability data is also presented in an annual summary for 1982 and for 1983 using national percentile scores.

GIFTED STUDENT PRE/POST ACHIEVEMENT DATA SUMMARY
BY
EQUAL INTERVAL SCORES*
FOR
FALL 1982 AND FALL 1983

The following charts present a summary, by grade level, of the pre (1982) and post (1983) Equal Interval Scores (EIS) achieved by gifted students across various academic content areas. In addition, actual changes in scores as well as expected changes in scores are reported in order for the reader to understand how students in Albuquerque School Programs for the Gifted are progressing relative to the change that is expected over an academic year.

The EIS has been selected for reporting because it represents a standard score that has the same scale at all points. The EIS score runs from 1-999. The difference between a pretest score of 504 and a post test score of 518 (14 points) is the same as the difference between a pretest score of 673 and a post test score of 687 (14 points). The EIS therefore is more useful than many other types of scores in reviewing student growth over several years.

The Fall 1982 and Fall 1983 test results represent the first pre/post set of data to be available on APS gifted students over a full academic year time period. The reader should note that the scores reported for grades 1-12 represent the achievement changes for students who were enrolled in programs for the gifted in grades 1-11 in the Fall of 1982 and who maintained their enrollment during the Fall 1983 testing period. It should also be noted that individual school summaries of Fall 1982 and Fall 1983 achievement data may indicate a difference in the number of students reported as tested at any one grade level from the number that is reported as the N for that grade level in the district pre/post testing summary. This discrepancy is due to new program implementation, new student enrollment in existing programs, absences during testing, and withdrawal from program between the two testing periods. Pre/Post district scores are reported only for identical students as matched by ID number, who were in program and completed the entire achievement battery during both the Fall 1982 and Fall 1983 testing sessions.

Future district summaries of gifted student achievement data will indicate year to year (pre/post) changes as well as cumulative year changes. This information should prove useful in assessing the overall progress in achievement among gifted students at each grade level; in comparing achievement growth in the same academic content areas relative to each grade level; and in identifying instructional need and strength areas.

*Equal Interval Scores

As reported in the Technical Manual, Forms A & B (Scott Foresman and Company, 1981) the Equal Interval Score is "a continuous standard score scale, spanning all eleven levels of the Achievement Series. This Equal Interval Score (EIS) scale was designed to measure educational growth in equal units. It was used in the norming of all achievement series instruments. The development of the EIS scale was based on the Rasch latent-trait model."

Table 1

ALBUQUERQUE PUBLIC SCHOOLS
DISTRICT GIFTED STUDENT TESTING
PRE-POST ACHIEVEMENT TEST DATA FOR 1982-83
REPORTED BY EQUAL INTERVAL SCORES

TEST DATES: PRE: 9/15/82
POST: 9/22/83

DISTRICT AVERAGES		READING			LANGUAGE ARTS				MATHEMATICS				BASIC SKILLS TOTAL	WORD ATTACK	STUDY SKILLS
		READ TOTAL	READ COMP	VOCAB	LANG. TOTAL	SPELLING	CAPITAL/ PUNCT	GRAM	MATH TOTAL	MATH CONCEPTS	MATH COMP	MATH PROB SOLVING			
Grade 2 District Average (grade 1 in 1982 to grade 2 in 1983)	N =	2	2	2	2	2	2	2	2	2	2	not tested at these levels	2	2	not tested at these levels
	Pre EIS 1982	499	473	528	416	452	373	480	371	360	390		432	412	
	Post EIS 1983	519	527	520	487	476	460	505	553	553	520		531	518	
	Change in EIS	20	54	-8	71	24	87	25	182	193	130		99	106	
	Expected Mean Change	94.4	not tested at Gr 1 '82		32.9	not tested at grade 1 1982			109.7	not tested at grade 1 1982			84.2	not tested gr 1, '82	
	Difference	-75.4			+38.1				+72.3				+14.8		
Grade 3 District Average (grade 2 in 1982 to grade 3 in 1983)	N =	93	93	93	89	91	92	90	84	93	89		83	93	
	Pre EIS 1982	453	441	472	397	381	376	461	423	424	422		432	461	
	Post EIS 1983	533	523	551	455	418	453	514	531	514	551		520	508	
	Change in EIS	80	82	79	58	37	77	53	108	90	129		88	47	
	Expected Mean Change	78.8	85.8	70.9	56.7	44.4	72.2	44.4	73.4	64.4	108.4		74.5	45.4	
	Difference	+1.2	-3.8	+8.1	+1.3	-7.4	+4.8	+8.6	+34.4	+25.6	+20.6		+13.5	+1.6	
Grade 4 District Average (grade 3 in 1982 to grade 4 in 1983)	N =	195	195	195	192	195	193	192	195	195	195	180	192	not tested at these levels	not tested at these levels
	Pre EIS 1982	531	522	546	451	419	449	504	514	505	531	540	510		
	Post EIS 1983	586	587	599	514	472	506	674	567	555	618	584	563		
	Change in EIS	55	65	53	63	53	57	70	53	50	87	44	53		
	Expected Mean Change	46.4	51.1	44.8	39.1	25.3	40.2	46.6	51.1	38.1	91.4	41.2	40.3		
	Difference	+8.6	+13.9	+8.2	+23.9	+27.7	+16.8	+23.4	+1.9	+11.9	-4.4	+2.8	+12.7		
Grade 5 District Average (grade 4 in 1982 to grade 5 in 1983)	N =	199	199	200	195	198	197	195	197	198	199	194	194		194
	Pre EIS 1982	571	575	582	498	456	484	563	553	544	605	564	548		498
	Post EIS 1983	595	586	625	528	488	524	581	596	568	684	623	578		512
	Change in EIS	24	11	43	30	32	40	18	43	24	79	59	30		14
	Expected Mean Change	37.0	28.2	45.2	38.0	41.7	30.2	45.6	45.2	31.8	72.7	62.5	37.8		30.9
	Difference	-13.0	-17.2	-2.2	-8.0	-9.7	+9.8	-27.6	-2.2	-7.8	+6.3	-3.5	-7.8		-16.9

TEST DATES: PRE: 9/15/82
POST: 9/22/83

ALBUQUERQUE PUBLIC SCHOOLS
DISTRICT GIFTED STUDENT TESTING
PRE-POST ACHIEVEMENT TEST DATA FOR 1982-83
REPORTED BY EQUAL INTERVAL SCORES

DISTRICT AVERAGES		READING TOTAL	LANG. TOTAL	MATH TOTAL	BASIC SKILLS TOTAL	WRITING	ENGLISH TOTAL	SOCIAL STUDIES	SCIENCE
Grade 9 District Average (grade 8 in 1982 to grade 9 in 1983)	N =	129	128	128	127	These skill areas are not tested at the 8th grade level. Therefore, no pre/post scores from 8th to 9th grade are reported here.			
	Pre EIS 1982	676	587	716	667				
	Post EIS 1983	709	623	746	698				
	Change in EIS	33	36	30	31				
	Expected Mean Change	20.1	18.2	9.2	13.6				
	Difference	+12.9	+17.8	+20.8	+17.4				
Grade 10 District Average (grade 9 in 1982 to grade 10 in 1983)	N =	49	49	48	48	49	49	47	44
	Pre EIS 1982	702	613	725	684	577	598	601	568
	Post EIS 1983	733	632	761	713	592	618	616	596
	Change in EIS	31	19	36	29	15	20	15	28
	Expected Mean Change	15.0	13.5	28.2	18.6	16.3	14.7	14.7	19.1
	Difference	+16.0	+5.5	+7.8	+10.4	-1.3	+5.3	+0.3	+18.9
Grade 11 District Average (grade 10 in 1982 to grade 11 in 1983)	N =	34	33	32	32	33	33	33	33
	Pre EIS 1982	730	631	746	709	588	615	605	586
	Post EIS 1983	774	662	794	749	613	643	631	603
	Change in EIS	44	31	48	40	25	28	26	17
	Expected Mean Change	11.5	14.4	27.8	17.6	19.6	12.6	15.9	6.9
	Difference	+32.5	+16.6	+20.2	+22.4	+5.4	+15.5	+10.1	+10.1
Grade 12 District Average (grade 11 in 1982 to grade 12 in 1983)	N =	15	15	14	14	15	15	14	14
	Pre EIS 1982	759	663	816	751	626	647	641	605
	Post EIS 1983	775	678	830	767	629	658	683	633
	Change in EIS	16	15	14	16	3	11	42	28
	Expected Mean Change	23.0	18.7	15.8	19.7	18.8	19.8	25.4	12.2
	Difference	-7.0	-3.7	-1.8	-3.7	-15.8	-8.8	+16.6	+15.8

[redacted] Table [redacted] (continued) [redacted]

TEST DATES: PRE: 9/15/82
POST: 9/22/83

ALBUQUERQUE PUBLIC SCHOOLS
DISTRICT GIFTED STUDENT TESTING
PRE-POST ACHIEVEMENT TEST DATA FOR 1982-83
REPORTED BY EQUAL INTERVAL SCORES

DISTRICT AVERAGES		READING			LANGUAGE ARTS				MATHEMATICS						
		READ TOTAL	READ COMP	VOCAB	LANG. TOTAL	SPELLING	CAPITAL/ PUNCT	GRAM	MATH TOTAL	MATH CONCEPTS	MATH COMP	MATH PROB SOLVING	BASIC SKILLS TOTAL	WORD ATTACK	STUDY SKILLS
Grade 6 District Average (grade 5 in 1982 to grade 6 in 1983)	N =	206	206	206	200	201	201	201	205	205	206	205	200	not tested at these levels	203
	Pre EIS 1982	604	595	636	541	505	530	598	598	569	685	629	586		521
	Post EIS 1983	644	636	660	559	517	569	605	642	602	751	666	632		531
	Change in EIS	40	41	24	18	12	39	7	44	33	66	37	46		10
	Expected Mean Change	34.6	29.8	35.9	16.2	8.0	32.5	12.7	41.3	33.3	54.2	40.7	42.6		12.1
	Difference	+5.4	+11.2	-11.9	+1.8	+4.0	+6.5	-5.7	+2.7	-0.3	+11.8	-3.7	+3.4		-2.1
Grade 7 District Average (grade 6 in 1982 to grade 7 in 1983)	N =	188	188	188	187	187	187	188	187	188	188	188	185		187
	Pre EIS 1982	637	628	660	556	511	570	600	642	604	746	667	629		526
	Post EIS 1983	663	652	690	575	536	577	616	679	640	790	718	647		533
	Change in EIS	26	24	30	19	25	7	16	37	36	44	51	18		7
	Expected Mean Change	29.7	28.4	30.9	28.3	25.3	17.7	32.6	34.4	28.3	41.2	58.3	22.0		18.1
	Difference	-3.7	-4.4	-0.9	-9.3	-0.3	-10.7	-16.6	+2.6	+7.7	+2.8	-7.3	-4.0		-11.1
Grade 8 District Average (grade 7 in 1982 to grade 8 in 1983)	N =	147	147	148	144	147	147	145	145	146	148	146	142		145
	Pre EIS 1982	662	652	683	578	537	584	612	680	643	791	720	648		532
	Post EIS 1983	685	673	719	597	558	604	632	723	685	839	756	677		551
	Change in EIS	23	21	36	19	21	20	20	43	42	48	36	29		19
	Expected Mean Change	19.5	18.7	22.3	14.2	14.1	18.2	9.4	24.1	22.3	27.2	22.8	19.3		8.5
	Difference	+3.5	+2.3	+13.7	+4.8	+6.9	+1.8	+10.6	+18.9	+19.7	+20.8	+13.2	+9.7		+10.5

DATA FINDINGS

The reader is cautioned against making definitive interpretations of the changes in EIS scores from grade 1 to grade 2 in 1982-83 due to the limited number of students. In addition, the skills tested at first grade emphasize the development of language skills most commonly associated with first grade curricula while the second grade level of the achievement series tests a much broader range of abilities in reading and mathematical concepts.

Following the first to second grade years the most substantive positive changes in achievement from grades 2 to 3 occurred in mathematics. From grades 3 to 4 the most significant changes beyond expected growth occurred in the language arts areas. Grades 4 to 5 indicate a decline in the achievement areas except capitalization/punctuation and math computation. These negative changes with a population of almost 200 students across the entire district warrant further investigation as to causal factors. From grades 5 to 6 the most positive gains were demonstrated in reading comprehension and math computation. Grades 6 to 7 achievement declined except in the math area, while students moving from 7th to 8th grades made positive gains in all academic areas, with the strongest gains demonstrated in the mathematics areas. Students moving from grades 8 to 9, 9 to 10 and 10 to 11 made positive gains in all areas with the exception of writing skills at the 9th to 10th grade levels. Achievement from grades 11 to 12 declined in all areas except social studies and science.

IMPLICATIONS

Additional achievement data must continue to be collected before it can be determined whether patterns of increase and decrease actually exist at specific grade levels, and in certain achievement areas. However, there are sufficient data at this time to begin to formulate questions with regard to general academic programming for gifted students. This can best be done on a school-by-school basis where specific groups of students can be reviewed with regard to services received in both the regular and special education programs in that school. The achievement changes reported here are not intended to be an evaluation of only one service program provided to a gifted student but rather, an overall review of the child's academic progress. Potential program changes or modifications therefore, should be reviewed by personnel of the many different programs which provide services within that individual school community.

ACHIEVEMENT DATA SUMMARIES
BY
NATIONAL PERCENTILE SCORE
FOR
1982 AND 1983

Tables 2 and 3 present a summary, by grade level, of the 1982 and 1983 national percentile ranking achieved by Albuquerque Public Schools gifted students on the Scott Foresman Achievement Battery.

During the Fall of 1982, 2,040 students in grades 2-12 were tested with the Scott Foresman Achievement Battery. Two kindergarten and fourteen first grade students were certified and added into programs for the gifted during the 1982-83 school year and were tested in the Fall of 1983. Data for this new group of students has been added to the 1983 summary chart included here. The total number of students, grades K-12, tested in the Fall of 1983 was 2,334.

The national percentile score has been used for the individual year summaries in order to provide an overview of how well Albuquerque gifted students performed in each achievement area as compared to the national norming group.

Individual school reports contain both the national percentile rankings for the students in that school, by grade level, and a copy of the district percentile scores, by grade level. It is anticipated that the comparison may enable school personnel to see how their students performed as compared to the national norm as well as to identify relative strengths and weaknesses across achievement areas between an individual school and the overall district results.

Table 2

SCOTT FORESMAN ACHIEVEMENT SERIES
GRADES K-12

ALBUQUERQUE PUBLIC SCHOOLS
DISTRICT SUMMARY OF
GIFTED STUDENT ACHIEVEMENT DATA
BY
NATIONAL PERCENTILE SCORE (% tile)

FALL 1983

TOTAL N (with complete scores) = 2334

		READING			LANGUAGE ARTS				MATHEMATICS											
GRADE	TEST LEVEL	READ TOTAL	READ COMP.	VOC.	LANG TOTAL	SPELL	CAP/ PUNC.	GRAM.	MATH TOTAL	MATH CONCEPTS	MATH COMP	MATH PROB SOLVING	BASIC SKILL TOTAL	WORD ATTACK	STUDY SKILL	WRITING	ENG TOTAL	SOCIAL STUDIES	SCIENCE	N
K	5	99			95				42				96							2
1	6	99			74				95				94							14
2	7	87	88	87	59	77	75	69	78	83	74	not tested	88	75	not tested					121
3	8	85	80	83	74	59	61	72	83	81	72	78	85	68	not tested					349
4	9	90	89	86	85	75	70	80	83	85	67	74	89	not tested at these levels	80					346
5	10	82	78	81	82	70	71	76	75	76	64	77	80		73					354
6	11	89	89	77	86	76	78	82	86	84	71	81	91		75					327
7	12	93	79	78	87	75	68	76	87	86	72	87	93		70					271
8	12	91	85	80	86	77	77	81	85	89	76	82	90		76					195
9	13	92			93				89				93			95	95	95	94	188
10	13	90			86				89				91			92	96	94	95	131
11	14	96			93				94				97			91	96	95	94	84
12	14	91			91				92				94			90	94	95	92	67

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Table 3

SCOTT FORESMAN ACHIEVEMENT SERIES
GRADES 2-12

ALBUQUERQUE PUBLIC SCHOOLS
DISTRICT SUMMARY OF
GIFTED STUDENT ACHIEVEMENT DATA
BY
NATIONAL PERCENTILE SCORE (% tile)

FALL 1982

TOTAL N (with complete scores) = 2040

		READING			LANGUAGE ARTS				MATHEMATICS										
GRADE	TEST LEVEL	READ/ READ TOTAL	READ COMP	VOCAB	LANG/ LANG TOTAL	SPELLING	CAPITAL/ PUNCT	GRAM	MATH/ MATH TOTAL	MATH COMP	MATH CONCEPTS	MATH PROBLEM SOLVING	WORD ATTACK	STUDY SKILL	WRITING	TOTAL ENG	SOCIAL STUDIES	SCIENCE	N
2	7	83	82	83	66	70	72	66	74	71	78	Not tested	70	Not tested					128
3	8	85	79	83	73	59	61	66	77	63	78	79	66	Not tested					255
4	9	88	88	85	80	71	62	77	80	63	84	72	Not tested at these levels	78					291
5	10	85	82	85	88	78	76	83	77	68	77	80		78					301
6	11	89	88	78	86	74	78	78	86	69	86	81		74					278
7	12	93	80	77	89	76	72	77	88	73	88	88		71					272
8	12	90	83	80	83	77	74	77	86	78	90	82		73					277
9	13	93			92				86						98	96	95	95	105
10	13	91			88				90						91	96	95	93	67
11	14	93			92				94						92	95	94	94	47
12	14	89			86				87						85	91	96	93	19

TOTAL N=2040

GIFTED STUDENT SUMMARY
OF THE
DEVELOPING COGNITIVE ABILITES TEST
FOR
1982 AND 1983

Tables 4 and 5 present a summary, by grade level, of the national percentile rankings achieved by Albuquerque Public Schools gifted students on the Developing Cognitive Abilities Tests for the 1982 and 1983 school years. The D-CAT measures learning characteristics of students in grades 2-12 in the verbal, quantitative and spatial areas. A national percentile score is given for each grade level of students, in the three areas measured. In addition, every student's performance in the three areas is rescored by percentage of items correct according to Bloom's Taxonomy of Cognitive Development. A comparison of each grade's average percent of items correct (%C) in that domain is presented along with the average percent of items correct obtained by students in the national norming population (A%C). Thus, a comparison can be made between the achievement of Albuquerque students in each cognitive domain and the achievement of students nationwide taking the same test. It should be noted here that the national norm group of this test did contain a representative sample of gifted students.

The summaries of the Cognitive Abilities Test for 1982 and 1983 will provide the reader with an overview of the performance of Albuquerque gifted students as compared to the national norm group in the verbal, quantitative and spatial areas. In addition, it is anticipated that the analysis of performance along the hirarcy of cognitive development will provide information useful for instructional programming for Albuquerque gifted students.

ALBUQUERQUE PUBLIC SCHOOLS
DISTRICT GIFTED STUDENT SUMMARY
OF THE
DEVELOPING COGNITIVE ABILITIES TEST
1983

Table 4

1983

Test Date - 9/15/83

NP = National Percentile

%C=Percent correct for Albuquerque students

A%C=Average percent correct for national sample

	N=Number	Verbal	Quantitative	Spatial	Knowledge		Comprehension		Application		Analysis		Synthesis	
		NP	NP	NP	%C	A%C	%C	A%C	%C	A%C	%C	A%C	%C	A%C
Disctict Avg.Gr. 02	N=120	78	68	80	NA		NA		NA		NA		NA	
District Avg.Gr. 03	N=346	83	74	70	80	60	70	45	58	41	50	33	37	24
District Avg.Gr. 04	N=337	72	68	76	87	69	76	51	70	48	66	39	50	33
District Avg.Gr. 05	N=343	78	59	81	63	52	60	46	60	44	56	41	49	35
District Avg.Gr. 06	N=309	86	71	87	74	60	73	54	68	53	66	49	55	41
District Avg.Gr. 07	N=329	89	77	84	76	61	67	45	67	49	74	51	58	37
District Avg.Gr. 08	N=266	94	88	89	86	68	75	52	77	55	84	57	68	43
District Avg.Gr. 09	N=189	94	90	76	83	54	71	43	68	51	65	40	46	32
District Avg.Gr. 10	N=118	95	88	83	86	52	75	52	75	56	76	49	53	36
District Avg.Gr. 11	N= 82	91	89	78	90	70	84	58	79	62	81	56	58	39
District Avg.Gr. 12	N= 63	89	89	89	93	74	90	65	85	66	87	61	72	40

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ALBUQUERQUE PUBLIC SCHOOLS
DISTRICT GIFTED STUDENT SUMMARY
OF THE
DEVELOPING COGNITIVE ABILITIES TEST
1982

Table 5

1982

Test Date - 9/22/82

NP = National Percentile

%C=Percent correct for Albuquerque students

A%C=Average percent correct for national sample

	N=Number	Verbal NP	Quantitative NP	Spatial NP	Knowledge %C	Knowledge A%C	Comprehension %C	Comprehension A%C	Application %C	Application A%C	Analysis %C	Analysis A%C	Synthesis %C	Synthesis A%C
District Avg. Gr. 02	N=129	75	73	77	79	60	69	45	58	41	50	33	38	24
District Avg. Gr. 03	N=256	87	72	74	89	69	76	51	68	48	63	39	52	33
District Avg. Gr. 04	N=284	77	69	81	67	52	65	46	62	44	57	41	50	35
District Avg. Gr. 05	N=296	86	65	84	75	60	74	54	69	53	67	49	56	41
District Avg. Gr. 06	N=278	89	78	91	79	61	67	45	70	49	77	51	58	37
District Avg. Gr. 07	N=277	92	80	89	87	68	73	52	77	55	84	57	67	43
District Avg. Gr. 08	N=275	95	93	90	83	54	71	43	71	51	71	40	48	32
District Avg. Gr. 09	N=104	96	92	89	88	32	80	52	76	56	78	49	56	36
District Avg. Gr. 10	N= 68	96	92	91	92	70	83	58	83	62	82	56	62	39
District Avg. Gr. 11	N= 46	90	92	91	93	74	87	65	82	66	84	61	69	40
District Avg. Gr. 12	N= 23	86	88	91										

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DATA FINDINGS

The 1982 and 1983 data summaries of the cogonitive abilities test must be interpreted with caution. The scores from 1982 to 1983 were not matched by student ID numbers which means that 1983 scores are affected by the increase in numbers of gifted students served at the third, fourth, fifth, sixth, seventh, and ninth through twelfth grades. These large population increases at some grade levels are due in part to a modification in state regulations with regard to the diagnostic criteria for eligibility into gifted programs.

With regard to increases in national percentile scores, second, eleventh, and twelfth graders have shown an increase in verbal scores while third and twelfth graders have demonstrated an increas in quantitative scores. Slight decreases are seen in verbal scores at the third, fourth, fifth, sixth, seventh, eighth, ninth and tenth grades and in the quantitative area at the second, fourth, fifth, sixth, seventh, eighth, ninth, tenth, and eleventh grades. National percentile scores in the spatial skills area decreased slightly across all grade levels from 1982 to 1983. While the slight decreases may in part be due to program expansion and enrollment increases from 1982 to 1983, it is necessary to match the 1982 and 1983 groups tested in order to see actual changes among the same population of students. A supplementary data report for 1982-83 which will match the cognitive abilities test results for the same students for 1982 and 1983 is in progress.